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ABSTRACT

A study was done in the spring semester of 1983 at the East Texas State University in Commerce, Texas, to investigate the attitudes of 28 international students with regard to the importance and effectiveness of a library skills instruction course and their understanding and/or use of other library services and materials. The graduate level, 3-hour credit, library skills course was offered by the university's Center for Educational Media and Technology and provided group and individualized instruction covering information sources and retrieval strategies. An attitudinal questionnaire and scale were administered to students at the conclusion of the course. It was found that all students agreed that the library skills instruction was a good way to learn to use the library; 86% of the students stated that the experience was extremely valuable, that they were confident in using the library, that they had a sense of accomplishment, and that they wanted to suggest to friends that they should take the course. It was also found that the international students had positive attitudes regarding their understanding and use of library services and materials, except for government documents. Included in the report are a list of resources covered by the course, sample survey instruments, and tables showing survey results. (Author/ESR)

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ATTITUDES OF INTERNATIONAL STUDENTS IN REGARD TO LIBRARY SKILLS DEVELOPMENT IN THE ACADEMIC SETTING

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September, 1983

Abstract

ATTITUDES OF INTERNATIONAL STUDENTS IN REGARD TO LIBRARY SKILLS DEVELOPMENT IN THE ACADEMIC SETTING

Lou Perkins Correll

A matter of frequent concern to international students is the demand for academic productivity based on library assignments which call for the utilization of undeveloped skills. In 1983, it was determined that the Center for Educational Media and Technology at East Texas State University in Commerce, Texas, would offer to international students a graduate, three-hour-credit, library users' course.

The present study was implemented at the conclusion of formal instruction in order to investigate, by means of a survey, attitudes of students in regard to (1) importance and effectiveness of instruction received during the course as well as (2) attitudes toward specified concepts related to the university library in general. Twenty-eight foreign students were introduced to sources of information and were carefully guided by means of group and individualized instruction into development of bibliographic searching strategies resulting in retrieval of information reflecting areas of special interest to each student.

All students were in agreement that this was a good way to learn to use the library. Eighty-six percent stated that this experience was extremely valuable, that they were confident in using the library, that they had a sense of accomplishment, and that they wanted to suggest to friends that they should take the course.

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CHAPTER ONE

Introduction

One significant factor in American education is development of competencies necessary for use of the library in retrieval of information. For students at the university level, this has become a complex and sometimes threatening aspect of meeting course requirements and instructional expectations.

The necessity for library user education has long been a matter of concern to those who encourage and are aware of the value of such efforts. The need continues to vex those who would seek to plan and implement a systematic approach to developing competencies for independent use of library resources. This problem is enlarged when the potential user is not a native of this country; however, few formal efforts have been made in preparing the international student for this aspect of academic life. The present study was concerned with perceived effectiveness and importance of a recently developed and implemented course of study designed for the graduate foreign student in the use of the university library.

Chapter One of this report includes background basic to the problem, statement of the problem, need for the study, scope and delimitations, statement of the hypothesis, nature and sources of data, method of research, research techniques, and organization of the remainder of the report.

Background Basic to the Problem

In one way or another, persons of foreign extraction have been involved in most of the problems and most of the benefits that occurred as America developed during the early years of its history. International individuals and/or groups have been a part of this growth and development and have looked to the United States for leadership and opportunity. There never has been a time that foreigners were universally unwelcome. Needless to say, internationals continue to seek entrance to the United States for one reason or another.

At the present time, many foreigners count themselves among those pursuing an education in the United States. One of the problems of education for the foreign student is the encounter with new skills, concepts, and attitudes related to almost every facet of life. This problem has been compounded by the fact that special characteristics, needs, and capabilities of foreign students must be considered if maximum educational benefit is to accrue.

During all ages, in all stages of development, and in all areas, it is necessary to bring the uninformed to a state of awareness in order to progress. This is no less true in the area of information retrieval which, for American students as well as international students, is not the simple concept one would like to believe. In order for the foreign student to function adequately in the American university and cope with academic demands, the necessity exists to bring this individual to the place where the library's store of information can be unlocked. It may be that formal academic instruction throughout an entire semester, or

the equivalent thereof, is the most satisfactory method of providing understanding of how to implement search strategies for retrieval of information in the library.

Because America has welcomed the foreign student, obligation is implied or assumed that these individuals should become equipped and assisted to function successfully and develop to the maximum potential that so often is touted by the educational system in this country. A formal course in how to use the library for retrieval of information may well be the best educational investment of time and effort that the foreign student as well as the host institution can make.

Statement of the Problem

Attitudes of the international student in regard to general concepts related to the university library and the effectiveness and importance of instruction in a specified course designed to teach use of the library in graduate study.

Need for the Study

This study has significance for those individuals who have come from foreign countries and who have not had opportunity either to become knowledgeable in the use of highly developed academic libraries or who have not been instructed or had experience with automated and/or manual forms of searching for information essential to education and research in this country. According to the literature, many foreign students have had little opportunity for such experiences in their own countries. Strangely enough, for the most part, neither have institutions in the United States

reported that formal user instruction has been offered to the international student. The present effort may call to the attention of educators in libraries and academic departments of universities the necessity of placing more importance on the concept of recognition of individuals and/or groups who have unique needs and strong capabilities and who respond to service and academic programs administered in such a way as to meet special needs.

Purpose of the Study

The purpose of this study was to collect data in order to investigate attitudes of selected foreign students toward effectiveness and importance of specified instruction in the use of the library in graduate study. Further purpose was to examine attitudes of the same students toward general concepts related to the university library.

Scope and Delimitations

Subjects in this study included international graduate students enrolled in Library and Information Science 597 at East Texas State University during the spring semester, 1983. This was a three-hour-credit course designed to instruct students in use of the academic library. Twenty-six Chinese students, one Indonesian student, and one Japanese student constituted the population of the study. Attitudes of students were investigated in regard to course experiences. No competencies were measured in this investigation.

Statement of the Hypothesis

The following hypothesis was formulated in regard to the present study: A majority of identified international students will demonstrate positive attitudes toward general concepts related to the university library and the importance and usefulness of specified instruction in its use.

Nature and Sources of Data

Data were in the form of responses to items in an attitudinal questionnaire. Students responded to various statements related to course experiences by means of agreeing, offering no opinion, or disagreeing. Subjects also responded on a scale of 1-10 to stated concepts in an attitudinal scale. Responses were described as positive (toward the number 10) or negative (toward the number 1). Data were organized and interpreted in the following manner: Responses 1, 2, or 3 were considered to reflect negative attitudes. Responses 4, 5, 6, or 7 were considered to identify moderate attitudes, neither positive or negative. Responses 8, 9, or 10 were considered to be positive responses.

Method of Research

The survey method of research was implemented for purposes of this study.

Research Techniques

Research techniques implemented during this project included the following: identification of the problem; search of the literature;

development and implementation of strategies based on literature findings in regard to characteristics and needs of foreign students; development and implementation of course content according to principles of library utilization; development of an instrument for measuring attitudes of students at the conclusion of the course; collection, tabulation, organization, and analysis of data; identification of conclusions, recommendations, and limitations of the present study; and development of a report of the study.

Organization of the Remainder of the Report

Chapter Two reports a review of the literature. Chapter Three gives the step-by-step procedure. Chapter Four presents and interprets the data. Chapter Five is the concluding section which incorporates summary, findings, conclusions, recommendations, and limitations of the present study.

CHAPTER TWO

Review of the Related Literature

The Institute of International Education (IIE) is an organization established to build understanding and work toward a more peaceful and productive international order through the exchange of students and scholars for the purpose of developing knowledge and skills (IIE, 1977:2). Fowler postulated, "International education provides a basis for human and economic development. International exchange is a principal contributor to the climate of peace that fosters such development" (IIE, 1977:4).

International education is beneficial not only to the student, but also to the countries involved. In regard to analysis of listings in the first edition of American Men of Science, which showed that 38 percent were foreign educated, Wotiz (1977:413) observed,

> American education and outstanding research accomplishments have many foreign roots. Obviously the foreign education was good for the Americans and America, and it is hoped that the American Education will be good for the present foreign students, their country, and the world.

"Greater concern for cultural factors will not, of course guarantee a successful foreign policy. But we have sufficient evidence in recent years that many of our overseas difficulties have stemmed in part from misreading of cultural factors" (Marks, 1974:32).

Statistical information collected by IIE showed that in 1970-71, "there were 144,708 foreign students in America. For 1974-75 IIE reported 219,721 foreign students." Whether this increase was due to actual increase in numbers entering the country or an increased number

who were reported is open to question. However, it is obvious "that American universities and colleges have a sizable foreign student body from all parts of the world" (Wotiz, 1977:413-414).

Community colleges are among those who have recognized that the question of post-secondary needs of foreign students must be addressed. It is a problem that can only become more intense. "Not only are there sizable numbers of foreign students already enrolled, but an influx of new foreign students is expected under new programs in international educational exchange" (Kerr and Diener, 1975:15). While American junior and community colleges have gone on record as supporting programs that prepare individuals to be more competent when they return to their own countries, these institutions also have been willing to take programs abroad (Kerr and Kiener, 1975:15).

During the past ten years, more and more international students have entered colleges and universities in the United States in view of expanding their education. These students as well as the institutions involved frequently are unable to keep pace with problems resulting from increased international student enrollment. Difficulties far surpass those encountered in gaining admission to the country or admission to the institution. Other situations with which foreign students must contend range from questions of hospitality to indifference toward financial burdens, even though financial problems are mentioned less frequently as a difficulty encountered. "The main problems that exist may be categorized as language (for the non English speaking i.s.), culture, education, and library related" (McLean, 1975:8).

Kahne (1976:38) specified, "In generalized, run-of-the-mill discussions, crises among international students are conceived of as coming from three places: language competence, differences in customs and values, and unfamiliarity with cultural cues." However, Kahne went on to point out a fact that often goes unrecognized. "International students on the average possess a much wider range of language competence than most of the North American counterparts" (Kahne, 1976: 38).

International students often have been ignored or, at best, have had little attention paid to problems unique to this group. It is true that foreign students need additional help with English usage, card catalog skills, locational skills, and computer skills; but at the same time, they need to become aware of and understand concepts which are taken for granted by American students and perhaps the sense of belonging or the feeling of being a part of a group and contributing to that group. The need is evident for faculty to make every effort to demonstrate warm, open, welcoming attitudes when interacting with foreign students. Of course, this would be true for interacting with any student; however, it is important to reassure foreign students that they are entitled to ask questions, seek information, and interact with teachers. "Patience and a genuine smile is a must to keep rapport with the student. Sometimes explaining and re-explaining goes slowly. But it is important never to show irritation" (Bryson, 1974:30). Bryson cautioned that the time required to develop this rapport is great; however, he emphasized that the rewards of such efforts also are great. When a student says, "Here I am again. You help me so much," or asks,

"Are you going on a ski weekend for foreign students?" Bryson said then one knows that the student really cares (Bryson, 1974:30).

In 1971, Carnovsky described the status of foreign students in the American library school. Conclusions were similar to those in other studies involving international students in the United States. Schools usually provide some type of orientation for students. "Though the nature of the orientation varies, the attempt is made to help the students adapt themselves to the new and strange environment with attention to American future and student values" (Carnovsky, 1971:10). Carnovsky summarized areas of concern similar to those mentioned earlier in dealing with foreign students. These included problems of admission, libraries centered on American library collections, foreign and American libraries that have little in common, educational background of the foreign student, as well as the English language barrier (Carnovsky, 1971:8).

Carnovsky's findings included students' comments in regard to the American educational experience. When students were questioned about major handicaps or shortcomings in regard to American education, "The personal handicap mentioned most frequently was insufficient fluency in English. Closely related to the language handicap was lack of familiarity with the American cultural background" (Carnovsky, 1971: 19-20).

"Almost every American university requires for the admission of foreign students a score on an examination such as the TOEFL" (Wotiz, 1977:415). However, an acceptable score in no way guarantees proficiency in oral English. "The lack of proficiency in English and the general

lack of familiarity with standardized tests (multiple choice questions) may be responsible for their [students'] slow progress in American schools" (Wotiz, 1977:415). Bryson (1974:30) reported, "Although foreign students speak English perfectly, they may actually be understanding very little. As one student said, "Help me. I speak beautiful English, but I do not understand."

According to Bryson (1974:29), "Many problems come from being introduced to a new educational system. Success or failure in dealing with these problems may be determined by whether the individual has the initiative and know-how to use library resources."

Foreign library services are not as extensive or conclusive as American library services. "One of the main problems for the student is that of catching up with the knowledge of resources available in the American libraries" (McLean, 1978:9). Foreign students are not expected to function as independently in foreign libraries as in American libraries and consequently they feel inadequate when expected to perform in the American setting. The primary objective in regard to formal or informal library instruction for foreign students is for these students to use and understand the American library and its resources. Along with these adjustment problems, foreign students must deal with the same problems with which American students are faced. These may involve lack of library skills, excessive reading assignments, excessive written work, and social demands (McLean, 1978:9-10). "The key area of concern for the international student is time since more is needed for him/her than the American student for reading, study, thinking, and writing" (McLean, 1978:8).

Citations of need for proficiency in implementation of library skill by students have been numerous. The literature has reinforced the concept that basic library skills are essential for professional development. Foreign students, by means of specialized programs, should be presented opportunity to develop library skills to the required level of competence.

Not only do difficult situations pose formidable problems for foreign students, but for the host institution as well. Both the university and the student are expected to cope with difficulties which range from adapting to the highly developed library system of the United States to assimilation of the aforementioned American culture and lifestyle.

"One issue which is almost never considered in decisions about the lives of international students is the development of curriculum appropriate to their particular needs" (Kahne, 1976:39). The number of programs reported in the literature in regard to instruction of the foreign student in use of the library were few. However, in at least one case, a study reflected efforts of libraries and librarians to meet needs of such groups. Penrose Library at the University of Denver implemented a special library program created to help foreign students with assignments and library materials as well as to provide individualized help when needed. Success of the program certainly could be affirmed when measured by the overwhelming response of the foreign students. Not only did they participate in the program and actively seek help, but the social interaction generated by such a program permeated their personal lives as well (Bryson, 1974:29-30).

In 1978, the University of Toledo in Ohio implemented a feasibility study for library user education for the international

student (McLean, 1978:37). Purpose of the study was to "identify and analyze the various aspects and issues related to development of a user education program for the international student and to suggest a plan of action for such a program at the University of Toledo" (McLean, 1978:3). This study resulted in proposal of a course that would implement the following objectives to prepare the international student to effectively use resources of the American academic library:

1. The international student will be introduced to the library and its resources;

2. At appropriate levels, the international student will be instructed on how to use the library and its resource, in general, and as it relates to his/her field of specialization, in particular;

3. The cultural and educational backgrounds that make the needs of the international student special, will be taken into consideration in the selection of methods, types of materials, or instruction, service, and so forth (McLean, 1978:12).

Problems for the international student as identified in the feasibility study were described as being related to language, culture, education, and use of the library. Findings of the study further revealed while foreign students have great potential, "feelings of pride, shame, and fear of failure underlie their shortcomings" (McLean, 1978:8).

> In general, the graduate international student is expected to perform at the same level as the American student; he is perceived as being among the best and the poorest of the graduate students; he is found to be the more theoretical and analytical, less mechanical and practical, more hard-working and industrious than the American student (McLean, 1978:10).

Conclusions drawn by McLean (1978:19) were that the staff involved with instruction of these students must be informed of unique needs; they must use innovative methods; they must communicate results

of research; and they must use a flexible approach. Knowledge of foreign languages, empathy, and good personal feelings about foreigners, in general, were identified as being extremely important qualifications for the faculty involved with the international student.

The University of Toledo in cooperation with the S. Carlson Library and the American Language Institute followed up the feasibility study described above with a four-hour-credit course for international students. Brock and Archer (1982:15-16) described this program as an "attempt to address the need for bibliographic instruction (teaching library skills) to college-bound non-native speakers." Cultural and linguist problems as well as the need to develop library search strategies were recognized. The following objectives were established for students in the course:

1. Become acquainted with the role of the library and the freedom of information concept of a democratic society.
2. Translate "natural" language to everyday speech in "control" index language, which is frequently abbreviated and inverted;
3. Develop vocabulary necessary for library use;
4. Interpret and understand the special and syntatical hiererchical ordering rules that govern subject language (Brock and Archer, 1982:15-16).

Pre- and post-tests were administered before and after the search strategy phase of the course in which students' experiences were based on the following instructional segments: The Encyclopedia Search: Books; The Subject Card Catalog: Books; The Tracings Approach: Books; Periodicals Indexes; The Monthly Catalog to U.S. Government Publications; and New York Times Index: Newspaper. Dramatic improvement was reported between pre- and post-tests (Brock and Archer,

1982:16).

While problems and misunderstandings of international students have been recognized as they have attempted to cope with cultural aspects of American society as well as the stereotypes and mental judgments that have been placed upon them largely by those of the dominent culture, much work remains to be done in the area of providing for international students acceptance and consideration that may offer needed encouragement and support for academic success.

> There is very little recognition of the considerable cultural enhancement which the yearly arrival of more than 100,000 students from over 150 countries and ethnic backgrounds have brought to the American campus. American observers homogenize their guests and generalize their alleged characteristics to the point of triviality. Projecting perhaps their own naivete regarding foreign travel, they tend to forget that most students who come to the United States have had more travel than their American friends; that given even modest information they are perfectly capable of exploiting their experiences and that they survive the vagueness of our information centers is a tribute to their resourcefulness.
>
> It is precisely our unfamiliarity with any but our own cultural cues that is largely responsible for the repetitive difficulties that international students find themselves in...and for which they are obliged to bear full responsibility (Kahne, 1976:37-38).

Perhaps the best advice to follow in regard to the foreign student in the classroom was given by Kahne when he said, "The foreign student should be viewed more as a student than as a foreigner" (Kahne, 1976:36).

CHAPTER THREE

Procedure

During the 1981-82 academic year, plans were developed at East Texas State University, Center for Educational Media and Technology, in Commerce, Texas to design a course in library utilization for the one hundred fifty international graduate students enrolled at that institution. Search of the literature provided insight into basic knowledge and aptitudes of foreign students, pointed up general needs of such groups, and identified difficulties with which international students are faced in a new country. Societal factors influencing past achievement, present academic limitations, and professional goals were specified in order to identify bases of problems experienced by foreign students in the American university. The Toledo feasibility study described in Chapter Two of this report offered significant insight for planning and implementing the East Texas State University (ETSU) course. Report of follow-up on the Toledo study, which resulted in the "Search Strategies" course developed and implemented at the University of Toledo (also described in Chapter Two), was not discovered until the ETSU course was well under way. It is easy to understand, however, how design of the two courses resulted in similarities as both appeared to rely heavily on review of the literature described above.

Preassessment of the need at ETSU for a library users' course for international students included interviews with a number of international students, selected on the basis of availability, who

were contacted for the purpose of discussing need for such a course. It so happened that, in each case, the student was of oriental extraction. This ethnic group represented two-thirds of the graduate international community at this institution. Students were asked to respond verbally to oral questions related to need for a course that would teach international students how to use the academic library in graduate study.

After discussion of the tentative course, students expressed positive reaction. Proposed course content included instruction in use of such as the following: card catalog; Library of Congress Classification schedule; various indexes, such as Applied Science and Technology Index, Business Periodicals Index, Social Sciences Index, Education Index, and others; the ERIC system and its indexes, Current Index to Journals in Education (CIJE) and Resources in Education (RIE); the computer as a means of retrieving bibliographic information; interlibrary loan privileges; and others.

A number of students offered suggestions related to professional and academic goals of foreign students, particularly those who are preparing in technology fields, Computer Science (CS) to be specific. Recommendation was offered that resources appropriate to such fields of study be incorporated into the curriculum. Additional requests were made for instruction in how to select and narrow a topic for research as well as how to develop a bibliography. Instruction in use of government publications as a source of information was identified as a desirable area for instruction. Preference for a particular time of day also was identified by students. Because CS majors were considered

to be among the prime targets for this course and because these students spend many late hours in the computer center working on programs, a profitable suggestion was made by the Chinese student interviewees that it might be well to schedule the class at some time other than an early morning hour. All of these comments were taken into consideration and as many as possible were incorporated into plans being formulated for development of the course.

A personal letter was distributed to all international graduate students registered at ETSU. Names were retrieved from the International Student Office. The Chinese interviewees volunteered to see that letters to prospective Chinese students were hand delivered; letters to students in other ethnic groups were mailed from the campus substation of the Commerce post office. A copy of the letter is found in Appendix A. Chinese student contacts were eager to publicize the course; and, at their suggestion, an announcement was inserted into the campus newsletter for Chinese students.

Ultimately, the course designed for the purpose of teaching international students how to use an American academic library was implemented at ETSU in the spring semester, 1983. Twenty-eight foreign students, twenty-six of whom were Chinese, one who was Indonesian, and one who was Japanese, registered for the course. Motivation for taking the course seemed to result from awareness of inadequacy on the part of students in using the library as well as anticipation of taking a specified course in research techniques which was a requirement for all graduate programs.

Classroom instruction was based on the following: brief periods of lecture, including vocabulary development, along with examination of materials to be investigated on a particular day, demonstration of the materials by the instructor, and practice in use of materials by students. Students were encouraged to verbalize terminology and utilize information retrieval processes in the classroom and then complete assignments in the library to expand concepts and enhance skills development. At the time students went to the library in order to implement classroom assignments, great care was taken for the instructor to accompany them until they became comfortable with knowledge of the library facility, location of materials, and acceptable procedure for completing assigned work so that no part of the process would become threatening and/or a source of embarrassment to students. Attitudes seemed to be extremely positive from the first day of class. Students soon began to demonstrate confidence in identification of various areas in the library, competence in use of terminology, and knowledge of how to locate and/or request materials.

At a point during the course after students appeared to feel comfortable with the instructor, in the class, and in the library, request was made for students to schedule individual conferences with the instructor. This activity was designed for two purposes: 1) identification of the degree of satisfaction students were feeling in the course and 2) identification of a field of study in which students were interested and in which they subsequently would concentrate a search of the literature. During these interviews the

instructor asked if instruction in the class and work in the library were meeting students' goals. In almost every case, students' attitudes seemed to be extremely positive. However, one student did indicate that his personal goals were not being met and that he had no desire or perceived need for such instruction. Motivation for enrolling in the class, in this case, seemed to be the chance for an easy grade. Needless to say, this particular student was disappointed when he became aware of the amount of involvement required in learning to use the library effectively. This student was, by far, the exception to the rule that the international students were extremely conscientious, dedicated, and motivated students.

Initially, the idea of individual conferences with the instructor seemed to make some of the students uneasy. They wanted to know purpose of the conferences and, in some cases, showed reluctance to schedule a time. Eventually, all students were reassured, met with the instructor, responded to the evaluation questions with apparent comfort, and identified an area or topic of interest. This topic then became the basis for practice in searching the literature.

At this point, students were introduced to the encyclopedia, not only as an immediate source of information, but also as a resource that would give the overview of a topic naming people, places, events, time frame, and concepts, as well as additional references that could lead to further expansion of the topic. This exercise was designed to lead students to begin the search for related information in regard to areas they had identified earlier during the conferences described above.

Use of the card catalog was an immediate target for instruction. While some of the students had acquired limited competencies in using the card catalog before entering the course, all seemed to desire participation in this segment of instruction. The divided card catalog, various types of entries, cross-references, and other concepts were explored. The Library of Congress Classification schedule was explained and utilized. The Library of Congress Subject Headings list was analyzed in order to identify possible subject headings incorporated into the card catalog. Inverted order of subject headings was discussed. Filing rules were reviewed and reinforced in classroom exercises in order to help students develop competency in locating cards in the card catalog according to appropriate filing order. Students then were given assignments to be completed by searching the card catalog, identifying call numbers, and going to the stacks for identified materials related to their selected topics.

Another major thrust of the course was to acquaint students with general and specialized periodicals indexes and abstracting services. Citations, elements within citations, subject headings, various types of entries, and other related concepts were defined and discussed. Practical application was made in regard to each of the terms. At each step in the instructional process, obvious gratification and verbal responses of students pointed out the fact that, with the international student, it is wise to resist the inclination to take such knowledge for granted. Students gave tangible evidence that they appreciated the deliberate and detailed explanations,

as well as reinforcement activities, offered in class.

During the course of this module, numerous periodicals indexes, newspaper indexes, and abstracting services were identified, analyzed, and utilized. Students were instructed in how to locate citations, verify library ownership of periodicals, and identify physical location of materials. Instruction in use of indexes to government publications, dissertation abstracts, and bibliographic works also was included. A list of materials incorporated into this segment of the curriculum is included in Appendix B.

The ERIC system was explored both manually and by means of computer retrieval of educational document (ED) and educational journal (EJ) numbers. Students learned how to use the Thesaurus of ERIC Descriptors for the purpose of implementing a computer search. They learned the process of locating citations in CIJE and then identified sources of journal articles from citations. Students learned to locate document abstracts in RIE and request educational documents from attendants in the microform room.

During examination of various indexes and abstracting services, course content was individualized according to the different topics students had identified, and literature was searched from citations in appropriate indexes. Not all students searched all indexes and/or periodicals included in the curriculum. During this time, flexible scheduling also was implemented. Those students who continued to need and/or desire the instructor's personal assistance attended the regularly scheduled class. Those who felt competent to work independently chose to do so according to convenience of personal

schedules. This arrangement was advantageous as it allowed students who so desired to have more individual attention than otherwise would have been possible and it also allowed for more comfortable and efficient use of library facilities and materials in view of the large class size.

During subsequent segments of the course, sources of biographical information were identified. Biographical yearbooks, dictionaries, and indexes were examined and utilized in order to locate information related to persons in the identified fields. General reference works also were explored. Various types of reference materials such as almanacs, yearbooks, handbooks, manuals, directories, atlases, and gazetteers were examined, analyzed, and applied to identified topics.

The culminating unit in the course required development of a thirty-citation bibliography, items in which were collected from a variety of sources. Coursework was designed to allow students to collect this information throughout the semester. With prudent work, it was possible for students to identify most of the necessary citations prior to the time that this assignment was made. Many students collected as many as fifty items in order to earn extra credit for extra work. This seemed to minimize, for the student, intense dread of making a low score on a formal test.

Instruction was given in regard to construction and arrangement of bibliographic items. Students were expected to use a standard style guide as a basis for this assignment or use a departmentally mandated style, as was the case for students in at least one department represented in the class. Other students use a style identified and described by the

instructor (Campbell and Ballou, 1982). Worksheet exercises were used in providing supplementary instructions for library work, incorporating textbook information, and reinforcing concepts introduced in the classroom. These worksheets will be revised on the basis of the present study and made available by the department to future classes in the form of a spirally bound workbook at minimum cost. The textbook (Katz, 1979) was made available in the university bookstore. Three formal tests were scheduled to be administered during the course. Careful construction of test items was necessary to avoid misinterpretation on the part of students. Revision of some of the test items will be made before they are used for testing purposes again. Further information in regard to course content and/or organization is available from the investigator.

On one occasion near the end of the semester, course evaluation was proposed with the suggestion, by the instructor, that students contemplate advantages and disadvantages of the course for the purpose of discussing these during the following class period. The instructor asked if students would be willing to have comments recorded during the upcoming evaluation session for purposes of later analysis of problems that could be brought to light. Obvious discomfort was exhibited and students declined such an arrangement. No audio-recording was implemented.

On the other hand, students were extremely vocal in offering praise for the course, both during the formal class sessions as well as informally when the occasion permitted. Many students also created opportunity to come to the instructor's office in order to express appreciation for the course. Informal, voluntary feedback from international students not enrolled in the class indicated that a high degree of satisfaction had

been expressed to them by members of the class.

During several classroom sessions, and later in the instructor's office, as a result of interest generated in the course described above, students discussed need for additional offerings for foreign students. Follow-up resulted in development of at least one survey course in library techniques which would equip interested international students to function as library aides when they return to their own developing countries. This course will be offered for the first time during the fall semester, 1983. At least three students in the class enrolled during the spring, 1983, semester or in the following summer session in existing Library and Information Science courses.

The present study investigated attitudes of students in regard to the users' course described above. Included in the present report is description of procedures implemented during the investigation. Two attitudinal inventories were developed and administered to identified subjects for the purpose of evaluating students' attitudes 1) toward class activities and instruction implemented during the course and 2) toward the university library in general after formal instruction. Responses to the two instruments were collected and data were analyzed. Findings were identified, conclusions were drawn, recommendations for further study were made, and limitations of the study were noted.

CHAPTER FOUR

Presentation and Interpretation of the Data

Students who enter the United States from other countries frequently have had limited experiences in the library. In most cases, libraries in foreign courtries offer little opportunity for the user to develop competencies in searching for information. The present study was designed to examine attitudes of students after participation in formal instruction in how to use the university library in graduate school.

The Survey Instruments

Two attitudinal instruments were administered to international students at the conclusion of a library users' course of instruction:

1) An attitudinal questionnaire explored student perceptions of activities and concepts related to the course as well as perceived degree of satisfaction experienced from having taken the course. Results of the questionnaire are reported in the following pages of this chapter. A copy of the instrument is found in Appendix C.

2) A scale which gave students opportunity to register feelings in regard to concepts related to the university library was administered to all students in the class. These responses are reported in text and tables later in this chapter. A copy of the attitudinal scale is located in Appendix D.

Chapter Four describes data gleaned by this study. Included are discussions of the following: the attitudinal questionnaire, the

attitudinal scale, and summary of the chapter.

The Attitudinal Questionnaire

The attitudinal questionnaire was developed for the purpose of retrieving information related to students' attitudes toward class activities and instruction in utilization of the university library. Tables 1-4 report responses of students to attitudinal questions in regard to course content, amount of time devoted to various activities in the course, instruction in the course, and degree of satisfaction experienced by students as a result of having taken the course. Tables identify percentages of responses as well as frequencies. Concepts reflected in the questionnaire items are stated in the tables.

At least one participant failed to respond to each of three items in the questionnaire: Questionnaire Item 11, "that this course helped me with other courses"; Questionnaire Item 33, "that I was uncomfortable having individual conferences with the instructor"; and Questionnaire Item 15, "that I had a sense of accomplishment." Responses represented 96.4 percent return for these items. Other items received 100 percent response.

Attitudes of students in regard to course content are reflected in Table 1. In general, student attitudes were positive; however, some of the students seemed to be concerned with pressures of completing worksheet assignments, yet perceived that the information involved was important. Responses to Questionnaire Item 12 showed that almost one-half of the students, 46 percent, indicated that too much information

Table 1

Attitudes of Students in Regard to Course Content

Questionnaire Number	Item	Agree		No Opinion		Disagree	
		#	%[b]	#	%[b]	#	%[b]
	During the course I just completed, I felt...						
11[a]	...that this course helped me with other courses I was taking	23	85	3	11	1	4
12	...that too much information was presented	13	46	6	21	9	32
13	...that the course content was difficult to understand	1	3	2	7	25	89
22	...that this course would help me throughout my university work	24	86	3	11	1	3
23	...that I thought all of the information presented was too important to be omitted from the course	18	64	5	18	5	18

[a]A percentage of 96.4 responses were returned on this item (27 students).

[b]Percentages may vary from 100 percent because of rounding.

was presented; while at the same time, in response to Item 23, considerably more than one-half of the students, 64 percent, stated that all of the information presented was too important to be omitted from the course.

Twenty-three of the students, 85 percent, in response to Questionnaire Item 11, agreed that the course helped with other courses currently taken; 24 students, 86 percent, felt, in response to Item 22, that the course would help them throughout their university work. Only 3 students, 11 percent, either agreed or offered no opinion in regard to Item 13, that course content was difficult to understand. Eighty-nine percent of the respondents disagreed with this statement.

Table 2 reports attitudes of students in regard to the amount of time required for the course. Questionnaire Item 8 investigated whether or not students believed sufficient time was allowed to learn the required information. Eighteen students, 64 percent, agreed with the statement, while 10 respondents, 36 percent, either offered no opinion or disagreed. This seems to reflect that only 36 percent found class time inadequate to complete assigned work. Responses to Questionnaire Item 35 reflected similar attitudes reporting that 16 students, 57 percent, were able to complete most of the assignments within the scheduled class period when they attended all class sessions. Some students seemed to object to the amount of coursework (this would be identified as work either assigned by the instructor or chosen as extra activity by the student). According to responses to Item 28, more than one-half of the students, 64 percent, thought too much time was spent in completing worksheets, while 4 students, 14 percent, disagreed. Only 39 percent (11) of the students thought that

Table 2

Attitudes of Students in Regard to Amounts of Time Required for the Course

Questionnaire Number	Item [b]	Agree #	Agree %[a]	No Opinion #	No Opinion %[a]	Disagree #	Disagree %[a]
	During the course I have just completed, I felt...						
8	...that adequate time was allowed to learn required information	18	64	5	18	5	18
25	...that sufficient time was allowed in order to learn the vocabulary of this subject	20	71	1	3	7	25
26	...that the scheduled time of the class was satisfactory	17	61	5	18	6	21
28	...that too much time was spent in completing worksheets	18	64	6	21	4	14
30	...that too much time was spent in studying from the textbook	1	3	5	18	22	79
31	...that more time should be spent in examining materials that were used in the classroom	11	39	5	18	12	42
34	...that more time should be spent in examining materials in the library	12	42	7	25	9	32
35	...that I was able to complete most of the assignments within the class period (when I attended all scheduled class sessions)	16	57	3	11	9	32
36	...that more time whould be spent working in the classroom	9	32	7	25	12	42
37	...that more time should be spent in learning how to develop a bibliography	13	46	6	21	9	32

[a] Percentages may vary from 100 percent because of rounding.

[b] 27 Subjects responded to all items in Table 5.

more time should be spent in examining materials in the classroom (Item 31), while 42 percent (12) of the students said that more time should be spent in examining materials in the library (Item 34).

Almost three-fourths, 71 percent, of the students said that sufficient time was allowed in order to learn vocabulary (Item 25). Slightly more, 79 percent, felt that textbook instruction (Item 30) seemed to be satisfactory. Almost one-half of the students, 46 percent, indicated that they would like more instruction in learning how to develop a bibliography (Item 37). Approximately one-third of the students, 32 percent, seemed to feel that this concept was adequately considered during the course.

Attitudes of students in regard to instruction in the course are reflected in Table 3. A strong majority, 75 percent, of the students agreed that during this course they received quality instruction (Item 6); 93 percent indicated that the instructor treated them fairly (Item 20); 82 percent agreed that the language barrier was not a great problem (Item 24). These concepts were supported by the 89 percent of the respondents who disagreed that the instruction was of little value (Item 27), the 93 percent who disagreed that they were uncomfortable having individual conferences with the instructor (Item 33), and the 86 percent who disagreed that they were uncomfortable with the manner in which information was presented (Item 14).

Thirteen students, 46 percent, disagreed with Questionnaire Items 5 and 18. These statements suggested that students needed more personal assistance in completion of assignments and that another method of

Table 3

Attitudes of Students in Regard to Instruction in the Course

Questionnaire Number	Item	Agree		No Opinion		Disagree	
		#	%[b]	#	%[b]	#	%[b]
	During the course I have completed, I felt...						
5	...that I needed more personal assistance in order to complete assignments	9	32	6	21	13	46
6	...that I was receiving the quality instruction that I desired	21	75	6	21	1	3
14	...that I was uncomfortable with the manner in which information was presented	2	7	2	7	24	86
18	...that another method of instruction would be more effective in helping me learn how to use the library	1	3	14	50	13	46
20	...that the instructor treated me fairly	26	93	1	3	1	3
24	...that the language barrier was not a great problem in this class	23	82	2	7	3	11
27	...that this instruction was a little value	3	11	0	0	25	89
29	...that more visuals were needed in order to understand concepts presented in class	16	57	5	18	7	25
33[a]	...that I was uncomfortable having individual conferences with the instructor	2	7	0	0	25	93

[a] A percentage of 96.4 responses were returned on this item (27 students).
[b] Percentages may vary from 100 percent because of rounding.

instruction would have been more effective. In regard to the latter, 14 students, 50 percent, offered no opinion.

The greatest course deficiency reported in this table was described by responses to Item 29 with which 16 respondents, 57 percent, agreed that more visuals were needed in order to understand concepts presented in class. One-fourth of the respondents disagreed that such were necessary.

Table 4 reports attitudes of students in regard to the degree of satisfaction they have experienced as a result of having taken this course. All students were in agreement that this was a good way to learn to use the library. Twenty-four of the 27 responding, 89 percent, said they had a sense of accomplishment (Item 15). Twenty-four of 28 students, 86 percent, stated that this experience was extremely valuable (Item 4), that they were confident in using the library (Item 7), and that they wanted to suggest to friends that they should take the course (Item 19). Twenty-three students, 82 percent, agreed with Item 10, that they were challenged to do their best work. In like manner, 26 students, 93 percent, disagreed that they were not learning as much as they should (Item 1); 89 percent (25 students) disagreed that they were discouraged much of the time (Item 9) and that they were sorry they had signed up for the course (Item 21). Ninety-six percent (27 students) disagreed that this was a poor way to learn to use the library (Item 17).

In response to Questionnaire Item 16, that this course should be taken by all international students as a "first course" in graduate study in the United States, 17 students, 61 percent, agreed, while 9 students, 32 percent, offered no opinion. Two students, 7 percent, disagreed with this statement.

Table 4

Attitudes of Students in Regard to Degree of Satisfaction Experienced as a Result of Having Taken this Course

Questionnaire Number	Item	Agree #	Agree %[b]	No Opinion #	No Opinion %[b]	Disagree #	Disagree %[b]
	During the course I have just completed, I felt...						
1	...that I was not learning as much as I should	1	3	1	3	26	93
2	...that this was a good way to learn to use the library	28	100	0	0	0	0
4	...that this experience was extremely valuable	24	86	2	7	2	7
7	...that I was confident in using the library	24	86	3	11	1	3
9	...that I was discouraged much of the time	1	3	2	7	25	89
10	...that I was challenged to do my best work	23	82	5	18	0	0
13	...that I was wasting my time	1	3	1	3	26	93
15[a]	...that I had a sense of accomplishment	24	89	3	11	0	0
16	...that this course should be taken by all international students as a "first course" in graduate study in the United States	17	61	9	32	2	7
17	...that this was a poor manner in which to learn to use the library	1	3	0	0	27	96
19	...that I wanted to suggest to my friend that they should take this course	24	86	4	14	0	0
21	...that I was sorry I had signed up for this course	1	3	1	3	26	93

[a] A percentage of 96.4 responses were returned on this item (27 students).
[b] Percentages may vary from 100 percent because of rounding.

The only item in the survey that received unanimous response was Questionnaire Item 2. All 28 students agreed that this was a good way to learn to use the library. It is interesting to note in regard to Questionnaire Item 17, that one person also agreed that this was a poor manner in which to learn to use the library. One person indicated that he/she was not learning as much as he/she should (Item 1), that he/she was wasting his/her time (Item 13), and that he/she was sorry he/she had signed up for the course (Item 21).

The Attitudinal Scale

An attitudinal scale was developed for the purpose of retrieving information in regard to positive or negative attitudes of students toward a number of concepts related to the university library. Students were asked to indicate, on a scale of 1-10, attitudes they had in relation to these concepts, with the number 1 reflecting negative attitudes and the number 10 reflecting positive attitudes. In analyzing responses, it was determined that a summary of grouped data would be useful to the study. Raw scores and percentages of responses are located in Appendix E. Responses recorded by the students as 1, 2, or 3 were grouped and are reported as negative responses and interpreted as negative attitudes; responses recorded as 4, 5, 6, or 7 were grouped and are reported as moderate responses and interpreted as moderate attitudes, being specified as neither positive nor negative; and responses recorded as 8, 9, or 10 were grouped and are reported as positive responses and interpreted as positive attitudes in regard to items investigated.

Tables 5 through 8 report responses to the attitudinal scale and concepts represented therein: locating information, Library of Congress Classification System, card catalog, periodicals indexes, Kardex file, computer-based indexes, biographical sources of information, government publications, quick reference materials, information retrieval, research, and bibliography development. The scale was completed inappropriately by one student and was judged to be inadequate for analysis; 96.4 percent of the students responded to all items in the scale (27 students). Table include statement of concepts as well as percentages of responses in each of the three categories for each concept (positive, moderate, or negative).

Table 5 indicates attitudes of percentages of students in regard to concepts related to the university library. According to Table 5, the greatest number of students reflected positive attitudes toward use of the card catalog (92 percent) and locating information in the ETSU library (86 percent). Seventy-eight percent of the students showed positive attitudes related to the Kardex file; 75 percent reflected positive attitudes toward bibliography development; and 70 percent indicated positive attitudes related to the Library of Congress Classification System.

Negative attitudes, while relatively few, were indicated as follows: 13 percent in relation to government publications, 10 percent in relation to biographical sources, 6 percent in relation to periodicals indexes, and 3 percent (1 student) indicated negative attitudes toward the card catalog, Kardex file, quick reference materials, and locating information in the ETSU library. All other categories reflected positive

Table 5

Attitudes of Students in Regard to Concepts
Related to the University Library

Concepts [b]	Percentages of Responses [a]		
	1/2/3 Negative	4/5/6/7 Moderate	8/9/10 Positive
Locating Information in the ETSU Library	3	11	86
Library of Congress Classification System	0	28	70
Card Catalog	3	6	92
Periodicals Indexes	6	28	63
Kardex File	3	16	78
Computer-Based Indexes	10	25	64
Biographical Sources	7	36	56
Government Publications	13	48	37
Quick Reference Materials	3	36	60
Information Retrieval	0	40	59
Research	0	33	67
Bibliography Development	0	25	75

[a] Percentages may vary from 100 percent because of rounding.
[b] Twenty-seven subjects responded to all items in Table 5.

attitudes of at least 50 percent of the students with the exception of government publications for which only 37 percent of the students recorded positive attitudes.

In order to determine relationship of categories to each other and to identify rank order of responses relative to specified concepts, Tables 6, 7, and 8 report positive, moderate, or negative categories according to percentage of student responses in each of these categories. Categories were determined by the formula described above. Tables also identify reciprocal responses for each of the concepts being examined.

Table 6 indicates rank order of concepts related to the university library for which positive attitudes were specified by students. Moderate attitudes and negative attitudes as they are related to the category under consideration also are reported. According to Table 6, a strong majority of students reflected positive attitudes in relation to the card catalog (92 percent positive, 6 percent moderate, 3 percent negative); location of information in the ETSU library (86 percent positive, 11 percent moderate, 3 percent negative); the Kardex file (78 percent positive, 16 percent moderate, 3 percent negative); bibliography development (75 percent positive, 25 percent moderate, 0 negative); Library of Congress Classification System (70 percent positive, 28 percent moderate, 0 negative); research (67 percent positive, 33 percent moderate, 0 negative); computer-based indexes (64 percent positive, 25 percent moderate, 10 percent negative); periodicals indexes (63 percent positive, 26 percent moderate, 6 percent negative); and quick reference materials (60 percent positive, 36 percent moderate, 3 percent negative). More than 50 percent

Table 6

Rank Order of Concept Toward Which Positive Responses Were Recorded According to Percentage of Student Responses [a]

Concepts [b]	Positive	Moderate	Negative
Card Catalog	92	6	3
Locating Information in the ETSU Library	86	11	3
Kardex File	78	16	3
Bibliography Development	75	25	0
Library of Congress Classification System	70	28	0
Research	67	33	0
Computer-Based Indexes	64	25	10
Periodicals Indexes	63	28	6
Quick Reference Materials	60	36	3
Information Retrieval	59	40	0
Biographical Sources	56	36	7
Government Publications	37	48	13

[a] Percentages may vary from 100 percent because of rounding.

[b] Twenty-seven subjects responded to all items in Table 6.

of the students indicated positive attitudes in regard to all categories with the exception of government publications (37 percent).

Table 7 reflects rank order to concepts related to the university library for which moderate attitudes were specified by students. Positive and negative attitudes are reported as they related to the category under consideration. According to Table 7, almost one-half of the students felt moderately about government publications (48 percent moderate, 13 percent negative, 37 percent positive). Forty percent of the students felt moderately in regard to biographical sources of information with 59 percent being positive and 7 percent being negative in their responses. Approximately one-third of the students felt moderately in regard to quick references (36 percent) and research (33 percent) with each group indicating more positive attitudes and less negative attitudes for each of these categories. The least number of students reflected moderate attitudes toward locating information in the ETSU library (11 percent moderate, 86 percent positive, 3 percent negative) and the card catalog (6 percent moderate, 92 percent positive, 3 percent negative).

Table 8 indicates rank order of concepts related to the university library for which negative attitudes were specified by students. Positive attitudes and moderate attitudes reflected for each concept also are reported. According to Table 8, few negative responses were recorded; however, as seen in according to Table 8, government publications is the category for which the greatest number of negative attitudes were reflected (13 percent negative, 48 percent moderate, 37 percent positive). The following negative attitudes also are reported. Ten percent were related to

Table 7

Rank Order of Concepts Toward Which Moderate Responses Were Recorded According to Percentage of Student Responses [a]

Concepts	Moderate	Positive	Negative
Government Publications	48	37	13
Information Retrieval	40	59	0
Biographical Sources	36	56	7
Quick Reference Materials	36	60	3
Research	33	67	0
Library of Congress Classification System	28	70	0
Periodicals Indexes	28	63	6
Computer-Based Indexes	25	64	10
Bibliography Development	25	75	0
Kardex File	16	78	3
Locating Information in the ETSU Library	11	86	3
Card Catalog	6	92	3

[a] Percentages may vary from 100 percent because of rounding.

[b] Twenty-seven subjects responded to all items in Table 7.

Table 8

Rank Order of Concepts Toward Which Negative Responses Were Recorded According to Percentages of Student Responses [a]

Concepts [b]	Negative	Moderate	Positive
Government Publications	13	48	37
Computer-Based Indexes	10	25	64
Periodicals Indexes	6	28	63
Biographical Sources	7	36	56
Card Catalog	3	6	92
Location of Information in ETSU Library	3	11	86
Kardex File	3	16	78
Quick Reference Materials	3	36	60
Library of Congress Classification System	0	28	70
Information Retrieval	0	40	59
Research	0	33	67
Bibliography Development	0	25	75

[a] Percentages may vary from 100 percent because of rounding.

[b] Twenty-seven subjects responded to all items in Table 8.

computer based indexes (25 percent moderate, 64 percent positive). Six percent were related to periodicals indexes (28 percent moderate, 63 percent positive). Seven percent were toward biographical sources (36 percent moderate, 56 percent positive). Three percent of the students (1 student) indicated negative attitudes in relation to the following: card catalog (6 percent moderate, 92 percent positive), location of information in the ETSU library (11 percent moderate, 86 percent positive), the Kardex file (16 percent moderate, 78 percent positive), and quick reference materials (36 percent moderate, 60 percent positive).

Summary

Two attitudinal inventories were administered to international students at the close of a three-hour-credit course which they had just concluded for the purpose of receiving instruction in use of the library. The attitudinal questionnaire was constructed in such a way that students were able to indicate specific commendations and/or objections in regard to course activities and concepts. Attitudes in regard to items related to the following types of information were gleaned by means of this instrument: course content, amount of time required, instruction, and degree of satisfaction experienced from having taken the course.

Concepts in regard to course content that seemed to be most supported by the students are as follows: course content helped with other courses being taken, course content would help throughout university work, and course content was not too difficult to understand.

The greatest diversity of responses was recorded by students in

regard to time requirements; however, a majority of students supported the following concepts: adequate time was allowed, scheduled time of class was satisfactory, appropriate time was spent with the textbook, most of the assignments could be completed within the class period, and too much time was spent in completing worksheets.

A majority of the students supported the following concepts related to instruction: student was receiving quality of instruction desired, was comfortable with manner in which it was presented, was treated fairly, found that language was not a great problem, thought that this was valuable instruction, felt that more visuals were needed, and was comfortable having individual conferences with the instructor.

A majority of students supported the following concepts related to degree of satisfaction experienced: student was learning, thought this was a good way to learn, thought this was a valuable experience, was not discouraged, was challenged to do best work, was not wasting time, had a sense of accomplishment, thought this course should be recommended for international students as "first course", thought this was a good manner in which to learn, wanted to suggest course to friends, was not sorry to have signed up for the course.

More than 30 percent and fewer than 50 percent of the students supported the following concepts: thought too much information was presented, thought that more time should be spent in examining materials that were used in the classroom, thought that more time should be spent in examining materials in the library, thought that most of the assignments could be completed within the class period, thought that more time

should be spent working in the classroom, thought that more time should be spent in learning how to develop a bibliography, thought that more personal assistance was needed in order to complete assignments.

The attitudinal scale was constructed in such a way that students responded on a scale of 1-10 to identify attitudes toward concepts related to the university library. Concepts investigated were as follows: locating information in the ETSU library, Library of Congress Classification System, card catalog, periodicals indexes, Kardex file, computer-based indexes, biographical sources of information, government publications, quick reference materials, information retrieval, research, and bibliography development. In only one instance did the data show that more than 10 percent of the students recorded negative responses for any concept. Thirteen percent of the students indicated that they had negative attitudes in regard to government publications. However, at the same time, 48 percent indicated moderate attitudes, while as many as 37 percent reflected positive attitudes in regard to the same concept.

CHAPTER FIVE

Concluding Section

It appears that more and more international students are finding their way to institutions where unique needs of such groups are being met in one way or another. East Texas State University has approximately two hundred foreign students enrolled at the present time, well over 50 percent of these being graduate students.

One of the problems for foreign students in adjusting to the American university is ability to use the library. Because of meager library experiences in their own countries and lack of instruction in their adopted institutions, foreign students sometimes are frustrated throughout graduate study in regard to coping with academic demands that frequently are based on library assignments.

In 1982, it was determined that the Center for Educational Media and Technology at East Texas State University would offer the international students a three-hour credit course designed to help them learn to use the library more efficiently. The course was offered for the first time in the spring semester, 1983. The present study was initiated in order to investigate, after implementation of formal instruction, attitudes of students in regard to importance and effectiveness of such instruction as well as attitudes toward specified concepts related to the university library in general. Chapter Five includes a summary of the study, research findings, conclusions, recommendations, and limitations of the present study.

Summary of the Study

Subjects of the present study were identified as international graduate students enrolled in a specified Library and Information Science course at East Texas State University during the spring semester, 1983. Twenty-six Chinese students, one Indonesian student, and one Japanese student constituted population of the study. The purpose of the study was to collect data in order to investigate attitudes of foreign students toward importance and effectiveness of specified instruction in use of the university library in graduate study. Attitudes of students toward general concepts related to the university library also were investigated at this time.

Concepts identified in the literature which came to be recognized as underlying principles to be considered in developing a users' course for foreign students were related to unique needs of those individuals as they have attempted to cope with American education. Needs have been identified as follows: lack of library skills, lack of proficiency in the English language, excessive demands for reading and comprehension speed, lack of empathetic instruction. These needs became the foundation for developing a course which was designed to meet library user needs of international students at East Texas State University.

Course instruction depended on brief lecture sessions in the classroom and practical experiences in the library. Some segments of instruction were highly structured; in other instances, flexible scheduling and individualized instruction were implemented. Course content was built on conceptualization of various types of information sources

and methods of accessing such materials. Topics of interest identified by students were the basis for classroom assignments, modules of instruction, and literature searches. Course experiences developed skills in retrieving information from the card catalog; general and specialized periodicals indexes, newspaper indexes, and abstracting services; biographical sources; government publications; automated course information; and various types of reference works such as almanacs, yearbooks, handbooks, and others. Both manual and automated searching techniques were implemented when appropriate.

Throughout the course of instruction, students were introduced to various sources of information. They were instructed to implement a plan for collecting information that eventually would allow them to develop a thirty-item bibliography. Instructions were given in regard to construction and arrangement of bibliographic items.

Students offered to the instructor much praise in regard to the class. International students outside the class indicated that a high degree of satisfaction had been expressed to them by members of the class.

Two attitudinal instruments were administered to students at the conclusion of the course. An attitudinal questionnaire, in which were listed statements related to course activities and concepts, was administered to students. Responses indicated that students agreed, offered no opinion, or disagreed with statements in the questionnaire. At least 75 percent of the students reflected positive attitudes in regard to eighteen of the thirty-seven items in the instrument. Negative attitudes were reflected by at least 30 percent of the students in regard to

nine items investigated. Items in each of these categories are specified below as "research findings."

An attitudinal scale which examined attitudes toward general concepts related to the university library also was administered to the students at the conclusion of the course. Responses to this instrument reflected positive attitudes in regard to all except one concept, government publications, by a majority of the students.

Research Findings

In the research findings listed below, student attitudes were interpreted in regard to concepts reflected in the attitudinal questionnaire items. Disagreement with a negative statement was interpreted to reflect a positive attitude in regard to the concept. At the same time, disagreement with a positive statement was interpreted to reflect a negative attitude toward that concept.

Positive attitudes were reflected by at least 75 percent of the students in regard to the following concepts:

Item 1 ...that I was not learning as much as I should

Item 2 ...that this was a good way to learn to use the library

Item 3 ...that the course content was difficult to understand

Item 4 ...that this experience was extremely valuable

Item 6 ...that I was receiving the quality instruction that I desired

Item 7 ...that I was comfortable in using the library

Item 9 ...that I was discouraged much of the time

Item 10 ...that I was challenged to do my best work

Item 11 ...that this course helped me with other courses I was taking

Item 13 ...that I was wasting my time

Item 15 ...that I had a sense of accomplishment

Item 17 ...that this was a poor manner in which to learn to use the library

Item 19 ...that I wanted to suggest to my friends that they should take this course

Item 20 ...that the instructor treated me fairly

Item 21 ...that I was sorry I had signed up for this course

Item 22 ...that this course would help me throughout my university work

Item 27 ...that this instruction was of little value

Item 30 ...that too much time was spent in studying from the textbook

Item 33 ...that I was uncomfortable having individual conferences with the instructor

More than 50 percent but less than 75 percent of the students reflected positive attitudes in regard to the following concepts:

Item 8 ...that adequate time was allowed to learn required information

Item 23 ...that I thought all of the information presented was too important to be omitted from the course

Item 25 ...that the scheduled time of the class was satisfactory

Item 35 ...that I was able to complete most of the assignments within the class period (when I attended all scheduled class sessions)

Negative responses were reflected by at least 30 percent of the students in regard to the following concepts:

Item 5 ...that I needed more personal assistance in order to

complete assignments

Item 12 ...that too much information was presented

Item 28 ...that too much time was spent in completing worksheets

Item 29 ...that more visuals were needed in order to understand concepts presented in class

Item 30 ...that more time should be spent in examining materials that were used in the classroom

Item 34 ...that more time should be spent in examining materials in the library

Item 35 ...that I was able to complete most of the assignments within the class period (when I attended all scheduled class sessions)

Responses to concepts registered on the attitudinal scale were analyzed and interpreted as reflecting positive, moderate, or negative attitudes toward the university library. At least 70 percent of the students reflected positive attitudes toward the following concepts:

Card Catalog

Locating Information in the ETSU Library

Kardex File

Bibliography Development

Library of Congress Classification System

At least 30 percent of the students reflected moderate attitudes toward the following concepts:

Research

Quick Reference

Information Retrieval

Biographical Sources

Government Publications

In only one instance did more than 10 percent of the students reflect negative attitudes toward concepts stated in the attitudinal scale. Thirteen percent indicated negative attitudes in regard to government publications. More than 50 percent of the students demonstrated positive attitudes toward all categories with the exception of government publications.

Conclusions

Analysis of the data resulted in the following conclusions in regard to the present study:

1. On the basis of student response and size of enrollment in the class, this course should be offered at least one additional semester as a "special topics" offering. If adequate enrollment continues, consideration should be given to adding the course to catalog listings;

2. On the basis of review of the literature and findings in the present study, it was concluded that underlying tenets of this course are sound and should be considered essential to future success;

3. Students should be encouraged to learn to use the library by means of open, supportive class procedure in which practical application of theoretical foundations is provided for students in a warm, empathetic, emotionally supportive environment;

4. Ample time to master vocabulary, internalize concepts, and develop self-confidence should be provided;

5. Course curriculum should be examined for the purpose of

identifying segments of instruction that can and should be eliminated to allow the course to be more relevant or revised either by expansion to provide more adequate instruction or reduction to modify time requirements;

6. Because data reflected both positive and negative attitudes in regard to the extent of classwork, especially in view of the fact that 57 percent of the students indicated that they were able to finish the work within the class period and that 64 percent of the students said that they thought that all information was too important to be omitted, it was concluded that, in order to meet needs of all students, consideration should be given to making optional course arrangements, i.e. contracting options, for students of varying abilities and motivation rather than deleting essential content;

7. Consideration should be given to limiting the class size, perhaps offering a greater number of sections, in order to allow time for more personal assistance on the part of the instructor, more time for students to examine and practice using materials, and more time for students to work in the library;

8. More visuals should be incorporated into classroom instruction;

9. Students should be encouraged to understand that use of time outside of class may be necessary for some individuals to develop required and/or desired competencies;

10. More effective use of class time should be encouraged on the part of students to retrieve, as they work on class assignments,

information that also will fulfill requirements for developing the required bibliography so that they do not duplicate effort that can meet both requirements;

11. More time should be allowed for instruction in constructing a bibliography;

12. Attention should be given to instruction in the category of government publications toward which was reflected the only incidence of negative attitudes, on the part of 13 percent of the students, when responses to the concepts stated in the attitudinal scale were analyzed;

13. The conclusion was drawn that care should be taken in regard to significant modification of course content and procedure in view of the fact that rarely did more than one-third of the students reflect even moderate attitudes toward concepts related to the university library. One exception was in the case of government publications, with 48 percent reporting moderate attitudes. As indicated in Number 12 above, instruction in regard to this item should be expanded;

14. Based on these data, hypothesis of the study was accepted that a majority of subjects will have positive attitudes toward course experiences and the university library in general after instruction in use of the academic library. While few students reported negative attitudes, some students did show moderate attitudes toward specified elements in the course. In such cases, instruction should be modified when possible for the purpose of more adequately meeting needs of all individuals in the class. In general, students' attitudes were very positive in relation to the problem investigated.

Recommendations

The following recommendations were made in regard to further study related to the problem investigated in the present study: Needs of other students at other institutions should be examined. National scope of the problem should be investigated. Attitudes of educators and/or librarians in regard to unique needs of foreign students and options for meeting such needs in use of the university library should be examined. Evaluation of the present course should be made periodically and the course should be revised when necessary.

Limitations

Limitations of the present study were identified as follows:

1. Large class size which limited effective classroom procedure, use of materials, and attention of the instructor in regard to individual needs;

2. Necessity to develop course materials as the class progressed, sometimes limiting flexibility as well as effective sequencing of information;

3. Deficiency of appropriate foreign language competencies on the part of the instructor;

4. Lack of classroom instructional materials with which more adequate classroom examination of materials may have been possible.

5. Lack of pre-test administered in the form of attitudinal scale for comparison with post-test at conclusion of the course.

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EAST TEXAS STATE UNIVERSITY

Dear ,

I am writing you to announce a new three semester hour graduate course designed especially to help International students to be more comfortable in using the university library. This course is tailored to meet your needs in regard to problems encountered in selection, location, and utilization of information items from the thousands of items that are located in the library. (Would you believe there are actually more than one million items from which to choose?)

Some of the topics we wish to explore in LIS 597: The International Student and Use of the Library in Graduate Study are as follows:

Use of the card catalog
Use of the Library of Congress Classification System
Use of various indexes such as Applied Science and Technology Index; Business Periodicals Index; Social Sciences Index; Education Index; and many, many more.
Use of interlibrary loan privileges
Use of the ERIC system and its indexes, CIJE and RIE
Use of the computer to retrieve bibliographic information - Selection of a research topic
How to develop bibliographic entries: choices in format, elements, etc.

This course will be paced according to needs and desires of the class members. Language barriers will be considered as the course proceeds. We encourage you to meet with us to explore possibilities of this course and how it can help you become more successful in your college career. This is a course that will help you better understand all libraries in the United States.

This course will not be listed in the spring schedule of classes, but it will be offered on Tuesdays and Thursdays from 2:00 to 3:15 p.m. Registration will be the same as for any other course (by picking up the class card from the department registration table) on the day you register for the spring semester.

I hope to see you at the registration table for Library and Information Science in the Department of Educational Media and Technology area and then at our first class meeting.

Sincerely,

Lou Correll

Lou Correll Ed.D.
Associate Professor

LC/dh

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
COMMERCE, TEXAS 75428 (214) 468-2273

Appendix B

Literature Resources

Card Catalog to Gee Library Holdings

Readers' Guide to Periodical Literature

Education Index

Social Sciences Index

Humanities Index

Art Index

Music Index

Book Review Digest

Book Review Index

New York Times Book Review Index

Essay and General Literature Index

Language and Language Behaviour Abstracts

Information Science Abstracts

Library Literature

Library and Information Science Abstracts

Biological and Agricultural Index

Applied Science and Technology Index

Business Periodicals Index

Computer Literature Index

Computer and Control Abstracts

Engineering Index Monthly

Technical Book Review Index

Computing Reviews

New York Times

New York Times Index

Bibliographic Index

Biography Index

Who's Who in America

Current Biography Index

Current Biography Yearbook

Government Reports Announcements and Index

Monthly Catalog

Dissertation Abstracts International

Current Index to Journals in Education

Resources in Education

Encyclopaedia Britannica

Other: Geographical Aids
Yearbooks
Handbooks and Manuals
Directories
Almanacs
Writer's Style Guide
Campbell, William Giles

Appendix C

COURSE SURVEY

(Attitudinal Questionnaire)

Please complete the following survey by responding to each item as you perceive your feelings when you look back over the class just complete in how to use the library. Please indicate whether you "Agree," "Disagree or have "No Opinion" in regard to each statement. These responses will be reflected under A, N/O, and D columns at the right of each item.

DURING THE COURSE I HAVE JUST COMPLETED, I FELT...	A	N/O	D
1. that I was not learning as much as I should.	____	____	____
2. that this was a good way to learn to use the library.	____	____	____
3. that the course content was difficult to understand.	____	____	____
4. that this experience was extremely valuable.	____	____	____
5. that I needed more personal assistance in order to complete assignments.	____	____	____
6. that I was receiving the quality instruction I desired.	____	____	____
7. that I was confident in using the library.	____	____	____
8. that adequate time was allowed to learn required information.	____	____	____
9. that I was discouraged much of the time.	____	____	____
10. that I was challenged to do my best work.	____	____	____
11. that this course helped me with other courses I was taking.	____	____	____
12. that too much information was presented.	____	____	____
13. that I was wasting my time.	____	____	____
14. that I was uncomfortable with the manner in which information was presented.	____	____	____
15. that I had a sense of accomplishment.	____	____	____
16. that this course should be taken by all international students as a "first course" in graduate study in the United States.	____	____	____
17. that this was a poor manner in which to learn to use the library.	____	____	____
18. that another method of instruction would be more efficient in helping me learn how to use the library.	____	____	____

	A	N/O	D
19. that I wanted to suggest to my friends that they should take this course.	____	____	____
20. that the instructor treated me fairly.	____	____	____
21. that I was sorry I had signed up for this course.	____	____	____
22. that this course would help me throughout my university work.	____	____	____
23. that I thought all of the information presented was too important to be omitted from the course.	____	____	____
24. that the language barrier was not a great problem in this class.	____	____	____
25. that sufficient time was allowed in order to learn the vocabulary of this subject.	____	____	____
26. that the scheduled time of the class was satisfactory.	____	____	____
27. that this instruction was of little value.	____	____	____
28. that too much time was spent in completing worksheets.	____	____	____
29. that more visuals were needed in order to understand concepts presented in class.	____	____	____
30. that too much time was spent in studying from the textbook.	____	____	____
31. that more time should be spent in examining materials that were used in the classroom.	____	____	____
32. that the coursework moved slowly enough for me to understand the concepts that were discussed in the class.	____	____	____
33. that I was uncomfortable having individual conferences with the instructor.	____	____	____
34. that more time should be spent in examining materials in the library.	____	____	____
35. that I was able to complete most of the assignments within the class period (when I attended all scheduled class sessions).	____	____	____
36. that more time should be spent working in the classroom.	____	____	____
37. that more time should be spent in learning how to develop a bibliography.	____	____	____

Appendix D
(Attitudinal Scale)

How Much Do You Think that You Know About the Library?

INTERNATIONAL STUDENT SURVEY

Please indicate, on a scale of 1-10, your attitudes in regard to the following concepts. Number 1 will reflect the most negative feelings and Number 10 will reflect the most positive feelings toward your understanding and/or use of the following:

LOCATING INFORMATION IN THE ETSU LIBRARY

1 2 3 4 5 6 7 8 9 10

LIBRARY OF CONGRESS CLASSIFICATION SYSTEM

1 2 3 4 5 6 7 8 9 10

CARD CATALOG

1 2 3 4 5 6 7 8 9 10

PERIODICALS INDEXES

1 2 3 4 5 6 7 8 9 10

KARDEX FILE

1 2 3 4 5 6 7 8 9 10

COMPUTER-BASED INDEXES

1 2 3 4 5 6 7 8 9 10

BIOGRAPHICAL SOURCES OF INFORMATION

1 2 3 4 5 6 7 8 9 10

GOVERNMENT PUBLICATIONS

1 2 3 4 5 6 7 8 9 10

QUICK REFERENCE SOURCES

1 2 3 4 5 6 7 8 9 10

INFORMATION RETRIEVAL

1 2 3 4 5 6 7 8 9 10

RESEARCH

1 2 3 4 5 6 7 8 9 10

BIBLIOGRAPHY DEVELOPMENT

1 2 3 4 5 6 7 8 9 10

Appendix E

Table of Frequencies and Percentages of Student Responses in Regard to Specified Concepts Related to the University Library

Item[a]	Frequency of Responses										Percentages of Responses[b]									
	Scale										Scale									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Locating Information in the ETSU Library	0	0	1	0	0	0	3	11	4	8	0	0	3	0	0	0	11	41	15	30
Library of Congress Classification System	0	0	0	0	1	1	6	9	4	6	0	0	0	0	3	3	22	33	15	22
Card Catalog	0	1	0	1	0	0	1	3	6	16	0	3	0	3	0	0	3	11	22	59
Periodicals Indexes	0	1	1	0	1	6	1	2	4	11	0	3	3	0	3	22	3	7	15	41
Kardex File	0	1	0	1	1	2	1	4	6	11	0	3	0	3	3	7	3	15	22	41
Computer-Based Indexes	0	2	1	0	3	1	3	5	4	8	0	7	3	0	11	3	11	19	15	30
Biographical Sources of Information	0	0	2	2	1	0	7	8	5	2	0	0	7	7	3	0	26	30	19	7
Government Publications	1	2	1	2	3	5	3	3	3	4	3	7	3	7	11	19	11	11	11	15
Quick Reference Sources	0	0	1	1	0	2	7	5	4	7	0	0	3	3	0	7	26	19	15	26
Information Retrieval	0	0	0	1	3	5	2	4	6	6	0	0	0	3	11	19	7	15	22	22
Research	0	0	0	0	4	3	2	6	7	5	0	0	0	0	15	11	7	22	26	19
Bibliography Development	0	0	0	0	3	2	2	5	10	5	0	0	0	0	11	7	7	19	37	19

[a] 27 Subjects responded to all items in this table.

[b] Percentages may vary from 100 percent because of rounding.